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ABSTRACT

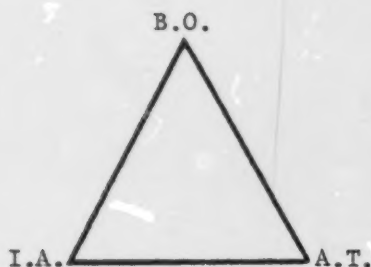
In 1975, the Competency Based Curriculum (CBC) was adopted as a vehicle for achieving excellence in the District of Columbia public schools. A total of 213 elementary and secondary school teachers and 16 instructors participated in the inservice course "Foundations of Curriculum Writing for CBC." The participants were divided into six instructional groups by subject area. The main objective of the course was to provide the participants with the skills and competencies to produce CBC curriculum materials in selected subject areas. In their own self-assessment, participants felt they had gained the skills and knowledge to enable them to produce these curriculum materials. Participants registered a number of suggestions for improving the program, but were satisfied with the instructors, the instruction and the facilities. Those who were later chosen to write the CBC curriculum materials felt they had been well prepared for their task. Participants received two inservice credits for satisfactory completion of the course. (Author/GC)

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ED154055

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

AN EVALUATION OF THE COMPETENCY BASED CURRICULUM SUMMER IN-SERVICE COURSE
"FOUNDATIONS OF CURRICULUM WRITING"



Instructional Triad

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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SUMMARY

Title: Foundations of Curriculum Writing

Date: June 20 through June 24, 1977

Target Population: Instructional Personnel of the Public Schools
of the District of Columbia

Number Served: 213 Teachers^{1/}

Background and Rationale

During the school year 1975-76 the Public Schools of the District of Columbia began to develop a plan for implementing a program for excellence, efficiency and effectiveness. The Program was built upon the following mission of the D.C. Public Schools:

"To promote excellence, by providing a viable and comprehensive instructional program (pre-kindergarten through twelfth grade) leading to the attainment of knowledge, competencies and skills which upon completion will enable each student to function as a useful citizen."

The vehicle for achieving excellence is the Competency Based Curriculum, hereafter referred to as CBC.

Description of Program

Foundations of Curriculum Writing for CBC was designed to develop the participants' skills in curriculum writing for competency based curriculum. A week of instruction was provided for which the participant earned two in-service credits. Most of the participants had some prior curriculum development or curriculum writing experience.

^{1/} Based on returned data collection instruments

Conclusions

1. Two hundred and thirteen teachers were participants in the evaluation of the "Foundations of Curriculum Writing."
2. Participants in their own self assessment felt that they gained the skills and knowledge to enable them to produce CBC curriculum materials.
3. Participants were overwhelmingly satisfied with the instructors, the instruction and the facilities.
4. Participants received two in-service credits for satisfactory completion of the course.
5. A group of participants were chosen at the end of the course to help in writing the CBC curriculum materials for the coming school year.

Recommendations

1. It is recommended that in-service courses of this kind be encouraged and expanded.

School personnel are highly appreciative of well-structured and informative in-service courses that utilizes resources and expertise from within. There is a feeling of ownership and self reward.

2. It is recommended that the participants continue to be utilized in required revisions of and additions to the curriculum materials.

A cadre of participants with expertise in curriculum writing has been identified and will be an invaluable resource in the validation of the curriculum materials throughout the coming years.

3. It is recommended that the suggestions and comments expressed by participants be considered in planning future in-service courses.

INTRODUCTION

In-service training programs for teachers and other school personnel is an important element in the operation of the D.C. Public Schools. These programs provide an opportunity for professional staff to keep current on developments in education as well as improving their skills. This report is an assessment of a 1977 summer in-service training program: Foundations of Curriculum Writing for CBC.

Descriptions of the Course

Foundations of Curriculum Writing for CBC was designed to develop the participants' skills in curriculum writing for competency-based curriculum. A week of instruction was provided for which the participant earned 2 in-service credits. The one week course was designed to be followed by a three week curriculum development laboratory where participants had the practical experience of producing curriculum in their selected subject area. Anyone interested in participating was to complete the appropriate forms. One stipulation was that applicants have some prior experience in curriculum, however, there was no screening for admissions, and everyone interested was accepted into the one week workshop. However, only one-half of those who attended the one week workshops were selected for participation in the laboratory sessions. Selection was based on previous experience writing and developing curriculum and an interest and skill exhibited during the course.

The participants in the workshop were divided into six instructional "clusters" by subject area specialization. A listing of

activities all participants engaged in follows:

1. Large and small discussions and seminars
2. Demonstrations
3. Media Presentations
4. Individual study research
5. Practice sessions (application of theory)
6. Simulations
7. Reproduced worksheets from presenter's guides
8. Participating in learning station activities

A typical schedule is presented below:

8:30 - 9 a.m.	Announcements, Status Report
9:00 - 10:00	Media presentation, Subject-area group work, Practicum
10:00 - 10:15	Break
10:15 - 11:30	Practice activity (small group), Instructional System, Practicum
11:30 - 12:30	Lunch
12:30 - 1:30	Media Presentation, Subject-area group work, Practicum
1:30 - 2:00	Group activities, Subject-area group work, Practicum
2:00 - 2:15	Break
2:15 - 3:15	Group activities, Subject-area group work, Practicum
3:15 - 3:30	Summary and evaluation

Definitions

1. CBC - Competency Based Curriculum
2. Cluster - An instructional group.

3. DRE - Division of Research and Evaluation
4. Facilitators - Instructional leaders for each group of participants
5. Laboratory Session - A three-week curriculum writing effort immediately following the one-week course

Limitations

1. Pretest - Posttest - Inventories were taken on the first and last day of class. The two inventories were not matched so that participants may have been included in one inventory and not the other.
2. Effectiveness of course - The effectiveness of the course is limited to the participants' perceptions of how much they learned rather than on any objective measure.
3. Laboratory session - A small sample of participants (14 out of 100) were interviewed by a staff member of the Division of Research and Evaluation.
4. Observations - Due to a limited staff and the fact that the CBC staff development course was held during the same time period, observations by the DRE was limited to one afternoon.
5. Data Collection - All assessment instruments were administered by the course instructors.
6. Data in this report is limited to the completed and returned pre-post inventories, completed and returned evaluation forms, one observation, and an interview of a very small number of participants after the completion of the one-week course.

PROCEDURE

Instrumentation

Instruments were developed by the Division of Research and Evaluation to assess the effectiveness of Foundations of Curriculum Writing for CBC.

1. Curriculum Writing Pre-Post Inventory: To measure skills gained from completion of the one week workshop, a twelve item inventory was constructed. The participants were asked to rate (on a scale from "poor" to "excellent"), their skill and knowledge of the different components of curriculum writing for CBC.
2. Participants' Evaluation: This instrument was designed to provide information on the quality of instruction and the future needs of school personnel. Opinions and comments were solicited from all workshop participants.
3. Instructors' Evaluation: This instrument was designed to get the instructors' assessment of the workshops and to get any suggestions for improving the course.
4. Observation scale: This instrument was designed for individuals from the Division of Research and Evaluation to make on site visitations.
5. Retrospective Evaluation By Curriculum Writers: This instrument was constructed to provide information on the effectiveness of the one week course from those participating in the curriculum writing session following the one-week course.

Analysis of Data

1. Differences in responses on the pre and post instrument were analyzed. Group means were found for participants' knowledge of the components of curriculum writing before and after training. Also included are the actual scores participants received. Group means were also found for participants' ratings of their knowledge of each of the twelve skills basic to writing competency based curriculum. Pre and post means are displayed in graphic form enabling differences to be easily distinguishable.
2. Responses to the instrument, "Participants' Evaluation," were tallied by professional staff of DRE. The results are reported in tables, figures and in narrative form.
3. Observation and retrospective evaluation data are reported in narrative form.
4. Responses to the instrument, "Instructors' Evaluation," were analyzed and are reported in narrative form.

RESULTS AND DISCUSSION

Pre-Post Inventory

The pre-post inventory was administered twice. The first day of class all participants in the curriculum writing workshop were asked to complete the CBC Curriculum Writing Inventory. A few participants either had not as yet registered or were not in class at the time the pretest was administered. The posttest was administered at the end of the last day of the workshop. Some participants with prior commitments who departed early, did not complete the posttest.

The Inventory gave participants the opportunity to rate themselves as to their knowledge or skill to perform the various activities necessary to write competency based curriculum. The rating was on a five point scale ranging from an "excellent" working knowledge to "little or no" knowledge. The pretest and posttest scores of respondents were obtained by assigning the responses a value ranging from 4 to 0 for each component rated. Group means were computed for each component for participants in elementary and secondary schools on the pretest and posttest. Below is a list of the components rated.

- a. Define performances associated with action verbs.
- b. Identify the four components of a complete behavioral objective and construct a behavioral objective.
- c. Identify assessment tasks which are in performance agreement with behavioral objectives.

- d. Construct assessment tasks which are in performance agreement with behavioral objectives.
- e. Identify learning activities which are in performance agreement with given behavioral objectives.
- f. Construct learning activities which are in performance agreement with behavioral objectives.
- g. Construct terminal objectives for a given course or subject area of interest to the participant.
- h. Construct assessment tasks which are in performance agreement with the terminal objectives.
- i. Construct enabling (subordinate) objectives needed for each terminal objective.
- j. Construct assessment tasks for each enabling objective.
- k. Develop recommended exit competencies in each subject area.
- l. Produce a hierarchy of at least four objectives, accompanied by the appropriate learning activities and assessment tasks.

For both elementary and secondary school personnel, overall posttest scores were higher than those in the pretest. Table I shows the actual scores participants received on the two inventories. Mean scores are included as well as mean differences.

Table I

A Comparison of Pre-Post Inventory Scores
of Participants in Curriculum Writing
Course Including Mean Differences

Score	Number of Participants Obtaining A Particular Score			
	Elementary Personnel		Secondary Personnel	
	Pre	Post	Pre	Post
0	-	1	-	-
1	1	-	-	-
2	-	-	-	-
3	-	-	-	-
4	1	-	1	-
5	-	-	1	-
6	-	-	2	-
7	1	-	-	-
8	1	-	-	-
9	4	-	2	-
10	1	-	1	-
11	-	-	-	-
12	2	-	3	-
13	1	-	2	-
14	1	-	4	-
15	2	-	1	-
16	-	-	3	-
17	1	-	2	-
18	2	-	6	-
19	3	-	3	-
20	-	-	6	-
21	1	-	7	-
22	3	-	5	1
23	-	1	1	1
24	5	1	10	2
25	3	1	3	-
26	1	-	5	-
27	3	-	4	1
28	1	2	3	1
29	-	2	2	1
30	1	2	6	1
31	1	2	4	-
32	1	-	4	3
33	4	-	4	1
34	-	4	3	2
35	2	1	1	2
36	6	5	10	6
37	1	1	2	9
38	2	4	-	4
39	-	3	2	5
40	1	4	-	5
41	2	3	2	2
42	3	2	2	9
43	1	3	1	7
44	1	3	4	8

Table I (continued)

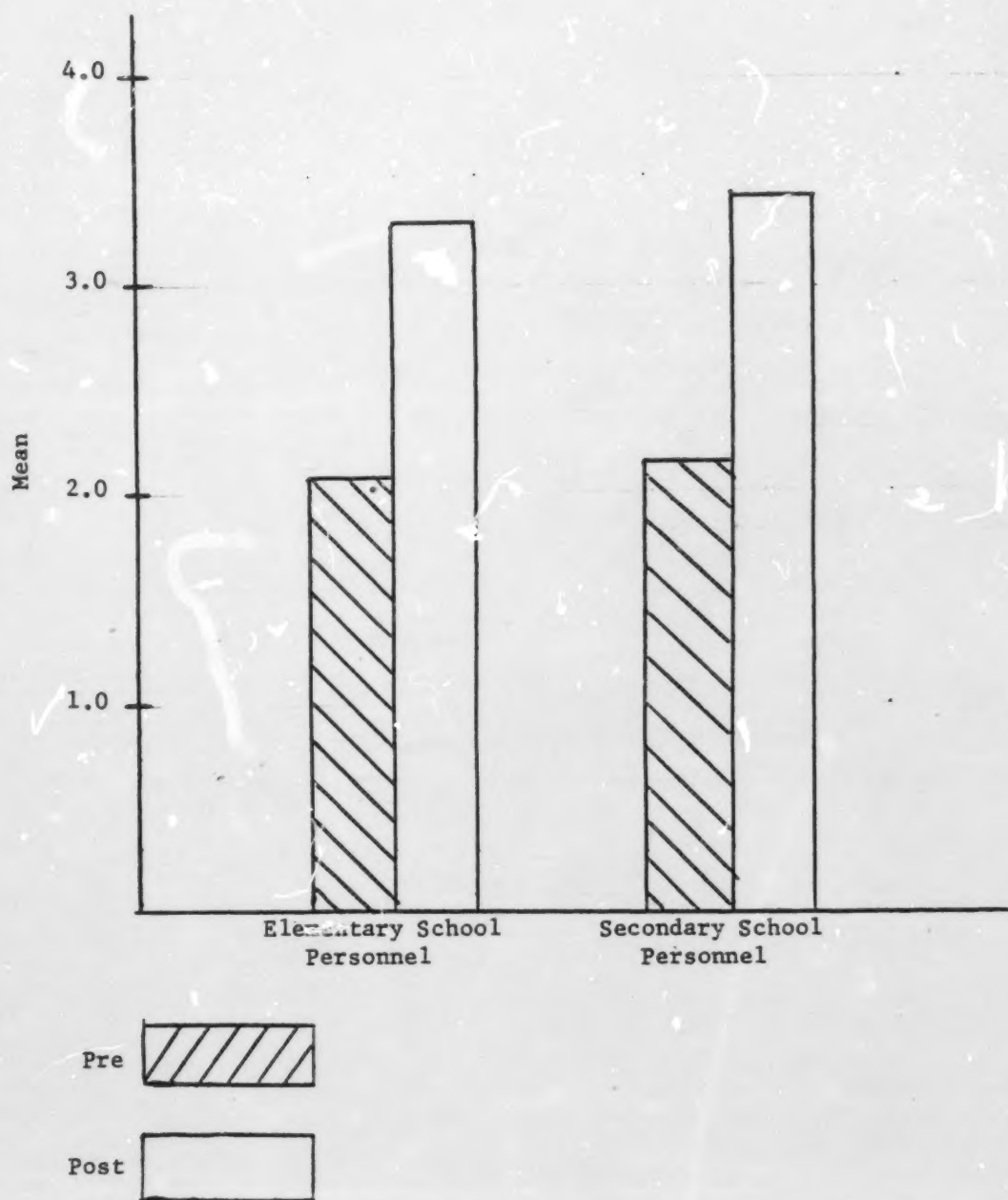
Score	Number of Participants Obtaining A Particular Score			
	Elementary Personnel		Secondary Personnel	
	Pre	Post	Pre	Post
45	-	3	1	7
46	-	1	-	5
47	-	6	1	5
48	-	14	2	21
Cumulative Score	1633	2728	3310	4471
Number of Participants	64	69	126	109
Mean Score	25.52	39.54	26.27	41.02
Mean Difference	14.02		14.75	
Mean Score each item	2.13	3.30	2.19	3.42
Mean Difference each item	1.17		1.23	

On the average, both elementary and secondary school participants scored 14 points higher on the posttest than they had on the pretest. Since the highest possible score is 48 a mean difference of 14 points between pre and post scores is very favorable. Also included in the table as well as displayed in Figure 1 is the mean score for each pre and posttest item. The mean score for each item rose from 2.1 to 3.3 for elementary school personnel and from 2.2 to 3.4 for secondary school personnel. (1=poor, 2=fair, 3=good, 4=excellent skill or knowledge of the components of the competency-based curriculum writing workshop.) Clearly, the participants felt they had acquired a great deal of knowledge of the components of CBC curriculum writing from taking the one week workshop.

Interestingly, the participants did have some background in curriculum writing before taking the workshop as indicated by their estimate of their knowledge and skills on the pretest.

Figure I

A Comparison of Participants' Knowledge of Components of Curriculum Writing Prior to the Course (Pre Means) and at the Completion of the Course (Post Mean)



While there was a substantial gain in knowledge reported in all of the areas, both elementary and secondary school personnel reported their greatest gains in the areas of hierarchy construction, development of exit competencies and construction of enabling objectives. The secondary group also reported a high gain in the area of assessment tasks for enabling objectives. Elementary personnel reported their smallest gain in knowledge in the areas of identifying the components of a complete behavioral objective and in defining the performance associated with action verbs while secondary personnel reported their smallest gains in the areas of defining performance associated with action verbs, identifying learning activities and constructing learning activities which are in performance agreement with behavioral objectives. The smallest gains in knowledge were made in those areas which participants rated themselves as having the most prior skill.

Figures 2 and 3 look at each of the twelve components separately.

Figure 2

A Comparison of Pretest Mean Scores and Posttest Mean Scores of Elementary School Personnel on Knowledge of Twelve Components of Curriculum Writing

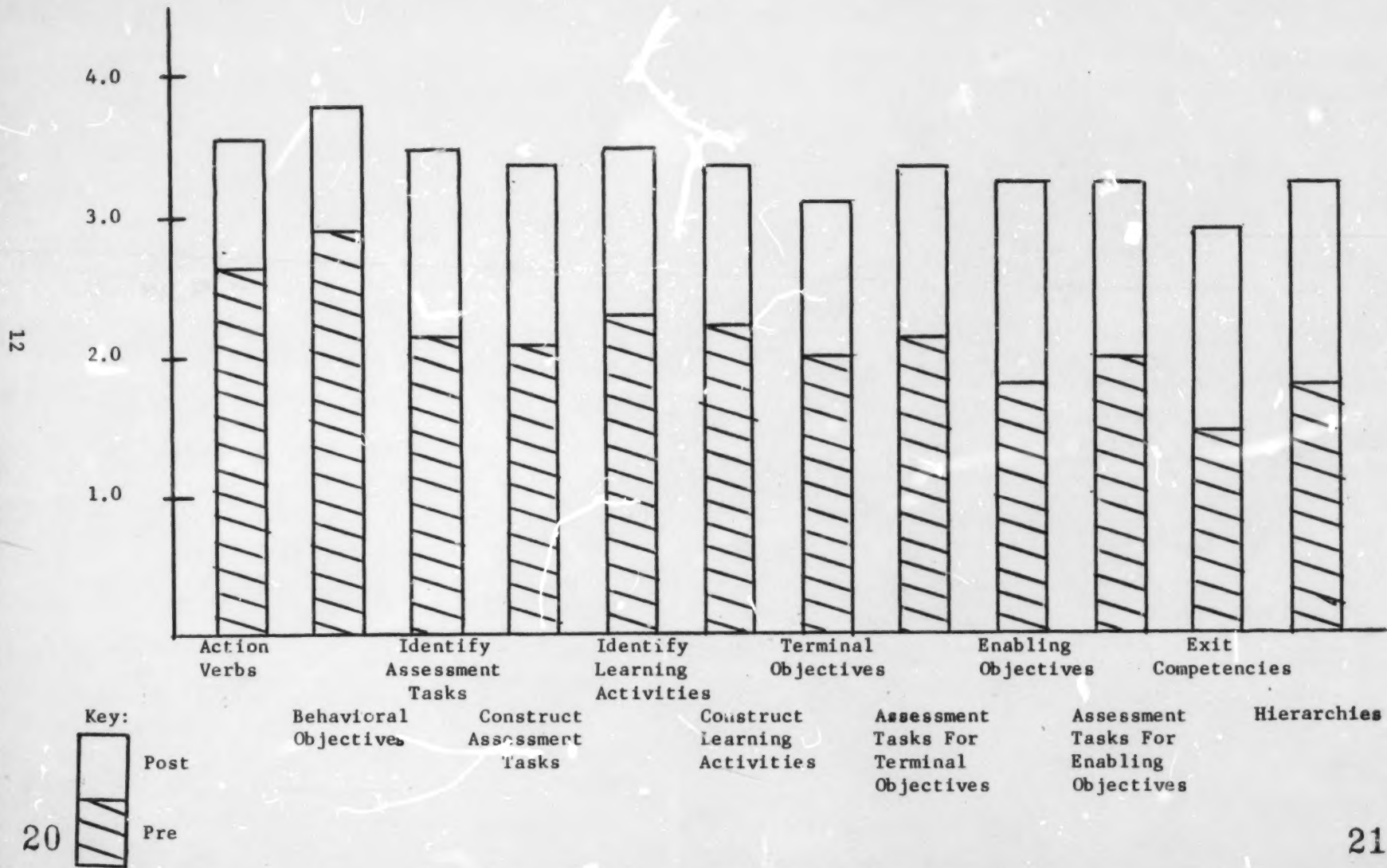
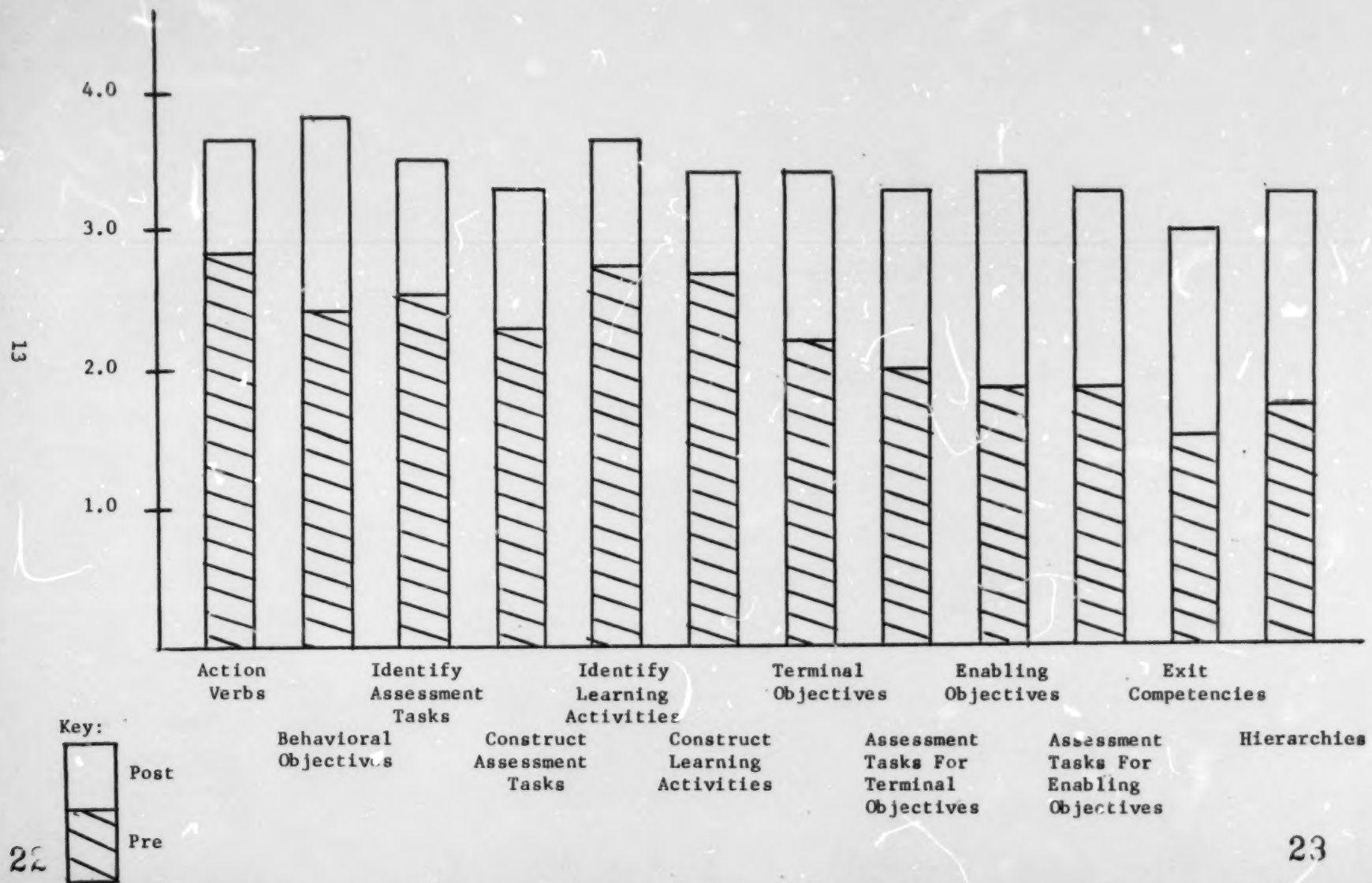


Figure 3

A Comparison of Pretest Mean Scores and Posttest Mean Scores of Secondary School Personnel on Knowledge of Twelve Components of Curriculum Writing



Participants' Evaluation

The evaluation instrument was given to each of the participants in the workshop the last day of class. Eighty-six percent of the participants enrolled in the workshop (184) responded to the questionnaire designed to evaluate the course. Table II reflects the breakdown of the school personnel responding to the questionnaire.

Table II

A Breakdown by School Level of Respondents to the
Participants' Evaluation Form

School Level	(N)	Percentage
Elementary	(73)	40
Secondary	(109)	59
Regional Office	<u>(2)</u>	<u>1</u>
Total	(184)	100

Table III presents the breakdown of elementary school personnel in attendance. Participants included regular classroom teachers, special teachers, counselors and librarians.

Table III

A Breakdown of Participants from Elementary Schools

Classroom Teachers		Special Teachers		Others	
Grade	#	Sub. Area	#	Title	#
Pre-K.	3	Health/Phy.Ed	5	Librarian	3
Kgn.	4	Language Arts	5	Counselor	2
1	6	Science	3		
2	-	Music	2		
3	5	Foreign Lang.	1		
4	7	Math	8		
5	4	Art	1		
6	1	Reading	5		
		School Based			
		Spec. Ed	7		
		Coordinator	1		
Sub-total	30		38		5
Total 73					

Forty-one percent of the elementary teachers responding to the questionnaire were regular classroom teachers, fifty-two percent were special teachers and seven percent were counselors and librarians.

Table IV presents the breakdown of secondary school personnel.

Classroom teachers are shown by grade level taught and by subject area.

Table IV

A Breakdown of Participants From Secondary Schools

Classroom Teachers		Others	
Grade	#	Sub. Area	Title #
7	1	Math	Librarian 4
8	1	Business	Counselor 1
9	4	Science	
10	3	English	
11	-	Social Studies	
12	2	Reading	
7&8	1	Special Ed.	
8&9	5	Art	
7-9	28	Music	
7-12	2	Home Eco.	
9-12	3	Foreign Lang.	
10-11	2	Dr. Ed.	
11-12	4	Physical Ed.	
10-12	29	Not Specified	
Not Specified	19		
Sub-total		104	5
Total 109			

The data clearly indicates that the curriculum writing course attracted school personnel from practically all grade levels and subject areas.

The majority of the participants indicated that they had prior experience in the area of curriculum development and/or curriculum writing. Only 34 indicated "little or none" in either area.

Table V gives the percent of participants indicating prior experience in curriculum development. Over seventy percent of the participants indicated at least "some" prior experience.

Table V

The Percentage of Participants Indicating Prior
Experience In Curriculum Development

Amount of Prior Experience	Percent of Participants	
	Elementary (N=73)	Secondary (N=108)
A Great Deal	7	18
Some	66	61
Little or None	27	21
Total %	100	100

Table VI gives the percent of participants who indicated prior experience in curriculum writing. Sixty-six percent of the elementary group indicated at least "some" prior experience while eighty-four percent of the secondary group indicated at least "some" prior experience in curriculum writing.

Table VI

The Percentage of Participants Indicating Prior
Experience In Curriculum Writing

Amount of Prior Experience	Percent of Participants	
	Elementary (N=73)	Secondary (N=109)
A Great Deal	11	14
Some	55	70
Little or None	34	17
Total %	100	101

The participants in the workshop were asked to rate the quality of the instruction and facilities, and to rate the instructors. The rating scale ranged from poor to excellent. The instructors were rated very highly by the participants (Table VII). A majority of those in attendance gave excellent ratings to the instructors' knowledge of materials, their preparation, their presentation, their support and assistance and their ability to assess the degree to which their group accomplished specific tasks. Only a very small proportion felt the instructors' performance was less than good.

A somewhat larger proportion of participants, 17 percent of the elementary school personnel and 15 percent of the secondary school personnel felt the materials and equipment were in need of improvement. The data also suggests that there was some dissatisfaction with the facilities. However, on the whole, participants were satisfied with their instructors, the instruction and the facilities.

Table VII

Participants' Evaluation of The Instructors, The Instruction and The Facilities
(In percentages)

	Elementary					Secondary				
	(N)	Excell.	Good	Fair	Poor	(N)	Excell.	Good	Fair	Poor
Instructors										
Knowledge of materials	(71)	61	38	1	-	(110)	78	22	-	-
Preparation	(72)	67	32	1	-	(110)	75	21	5	-
Presentation	(70)	57	40	3	-	(110)	68	27	5	-
Support	(72)	65	35	-	-	(107)	79	19	2	-
Assistance	(70)	66	27	6	1	(110)	76	21	3	-
Assessment	(68)	59	37	4	-	(109)	74	26	-	-
Instruction										
Materials/Equipment	(70)	44	41	13	4	(108)	44	41	14	1
Subject Matter Coverage	(70)	60	37	3	-	(107)	62	33	6	-
Procedures	(70)	57	39	4	-	(107)	53	41	6	-
Facilities										
Working Conditions	(71)	54	38	9	-	(109)	49	41	6	5
Size/Number	(70)	47	39	14	-	(109)	50	42	5	3

Participants were also asked to give an overall rating to the curriculum writing course. Ninety-nine percent of all the participants responding to the evaluation form rated the course excellent or good (Table VIII).

Table VIII
Overall Rating of the Curriculum Writing Course
(In Percentages)

Ratings	Participants	
	Elementary (N=71)	Secondary (N=104)
Excellent	54	70
Good	44	29
Fair	1	1
Poor	-	-
Total %	99	100

The course appeared to have satisfied the needs of the great majority of those in attendance.

While participants past experience in curriculum development and curriculum writing could have influenced their evaluation of the course, it appears to have had only minor effects (Table IX). Of the elementary personnel those with less experience were slightly more positive in their evaluation of the course than were those with a great deal of experience. This pattern was reversed with the secondary school personnel.

Table IX

Overall Rating Of The Curriculum Writing Course By
Participants According To The Amount of Their Prior
Experience In Curriculum Development and Curriculum Writing
(In Percentages)

	Elementary Participants (N=71)			Secondary Participants (N=105)		
	Little Exper.	Some Exper.	A Great Deal of Exper.	Little Exper.	Some Exper.	A Great Deal of Exper.
Excellent	52	61	38	50	73	71
Good	48	37	63	44	26	21
Fair		3		6	1	7
Poor						
Total %	100	101	101	100	100	99
(N)	(25)	(38)	(8)	(18)	(73)	(14)

The workshop participants were questioned about their future in-service needs. More than three-quarters of those attending the workshop mentioned the need for additional in-service training in curriculum writing (Table X). Elementary and secondary school personnel felt the greatest need is for courses in developing exit competencies and writing hierarchies. In addition forty-one percent of the secondary school personnel mentioned the need for more in-service training in planning a curriculum project.

Table X

Proportion of Respondents Mentioning A Need For More In-Service Training
(In Percentages)^{a/}

In-Service Needs	Elementary Personnel (N=73)	Secondary Personnel (N=109)
Planning a curriculum project.	33	41
Constructing components of an instructional system in teaching area.	22	30
Interpreting a learning hierarchy.	18	28
Producing a hierarchy accompanied by the appropriate learning activities and assessment tasks.	41	44
Developing recommended exit competencies in subject area.	47	43
Did not mention the need for any more training	22	19

^{a/} Multiple responses permitted.

In reviewing the in-service needs of participants by their previous experience, it was found that larger proportions of those with little or no experience writing curriculum mentioned the need for more in-service training than those who had more experience (Table XI). Twelve percent of the elementary school personnel with little or no experience, 18 percent of those with some and 75 percent of those with a great deal of experience did not mention the need for any additional in-service training. The pattern is the same for secondary school personnel. Six percent of those with little or no experience, two percent of those with some experience and 33 percent of those with a great deal experience did not mention needing any additional in-service training courses.

The areas of greatest need appear to be:

1. Developing recommended exit competencies in subject area.

2. Producing a hierarchy accompanied by the appropriate learning activities and assessment tasks.
3. Planning a curriculum project.

Table XI

Proportion of Respondents Mentioning A Need For More In-Service Training According To Their Prior Curriculum Writing Experience (In Percentages)

In-Service Needs	Exper. Level of Elementary Personnel (N=73)			Exper. Level of Secondary Personnel (N=109)		
	Little or None	Some	A Great Deal	Little or None	Some	A Great Deal
Planning a curriculum project.	52	28	-	78	39	9
Constructing components of an instructional system in teaching area.	36	18	-	67	28	-
Interpreting a learning hierarchy	12	25	-	56	24	20
Producing a hierarchy accompanied by the appropriate learning activities and assessment tasks.	52	40	13	50	45	33
Developing recommended exit competencies in subject areas.	56	45	25	61	39	40
Do <u>not</u> <u>need</u> any more training	12	18	75	6	20	33
(N)	(25)	(40)	(8)	(18)	(76)	(15)

Instructors' Evaluation

The evaluation instrument was given to the facilitators of each instructional cluster on the last day of class. The facilitators were asked to provide certain information on the participants in their cluster (number of participants, number of instructors, attendance records, successful completion of the course). They were also asked to list any special problems and any suggestions they had for improving similar courses in the future.

All of the participants in the workshop achieved a final grade of satisfactory. Only two of the six facilitators listed suggestions for improving the workshop. Because some of the graphics used on the video tapes were difficult to see, they suggested that transparencies and an overhead projector should be provided to accompany the video tape presentations. Also mentioned was the need to have materials on hand to be used when necessary. Instructors felt that the workshop had been highly successful judging from the reactions and responses of the participants.

Observation Scale

One curriculum writing session was observed. Each of the six clusters consisted of approximately thirty-five participants. Observers were interested in assessing whether: 1) participants were made aware of the behavioral objective of the session, 2) what proportion of participants wrote behavioral objectives and developed instructional activities, 3) what proportion of those attending constructed assessment tasks to measure the attainment of the skill, 4) what proportion of participants built learning hierarchies, 5) what types of experiences were provided for the participants, 6) whether there was evidence of pretest and post-test formative evaluation by the staff, 7) the adequacy of the facilities, 8) the adequacy of the staff presentations, 9) the general organizational planning of the course and, 10) the enthusiasm of the participants.

The observers found that:

1. The participants were made aware of the behavioral objective of the session.
2. Practically all the participants wrote behavioral objectives and developed instructional activities.
3. Practically all participants constructed assessment tasks to measure the attainment of the skill.
4. Practically all participants built learning hierarchies.
5. There was evidence of pretest and posttest formative evaluation by the staff.
6. participants experienced large and small group discussions, mediated packages, individual study and research, presentations by consultants, and practice sessions where theory was applied.
7. The facilities were good.
8. The staff presentations were good.
9. General organizational planning was good.
10. The enthusiasm of the participants was at a high level.

Many of these findings came from discussions with staff and participants as well as observations.

Retrospective Evaluation By Curriculum Writers

Approximately 100 of the participants in the one week workshop were selected to participate in a three-week CBC curriculum writing session. All of those selected had prior experience developing and writing curriculum. The curriculum writing session was observed and fourteen

of the participants were interviewed. All of those interviewed felt that the one week course prepared them for the curriculum writing they were doing. It must be kept in mind however, that all those participating in the laboratory session had prior experience developing and writing curriculum. While the participants interviewed were very satisfied with their experience, they did have some suggestions as to ways of improving the course. The suggestions fell into three categories: course content; presentation of materials; and time.

1. Time - Nine out of the fourteen interviewed felt that one week was not long enough to digest all the material the course had to offer. Suggestions ranged from "a few more days to another whole week." A couple of people were interested in half-day sessions for two weeks instead of one. They felt six hours a day was too intensive. One individual felt the course should begin later in the summer in order to give school personnel a chance to rest from the school year activities.
2. Course Content - One participant felt that action words should be developed for each subject area because certain words were not applicable for certain disciplines. Another participant expressed a confusion between the new "jargon" and the old. She felt certain terms were ambiguous. A few participants mentioned being unsure whether to write curriculum (behavioral objectives, etc.) from the students perspective or the teachers perspective.

3. Presentation of Materials - While the majority of respondents liked the use of the media, a few said they would have preferred small group presentations by the instructor and the use of the media for reinforcement. One said that television was a "waste of time" since the instructor was sitting right there. According to one participant, "you can't ask questions of the T.V. instructor." Many of the participants complained of the poor quality of the sound of the television and the illegibility of some of the charts displayed.

Participants also discussed what they liked best about the workshop. The course was well-organized; the information was valuable and well-presented; and the teachers were flexible. Many mentioned enjoying and learning from the multi-media approach. Interchange among members and feedback from instructors were other strong points of the course. While one person mentioned liking the in-person presentations, many others felt the need for more of them.

The participants of the one-week curriculum course who were chosen to participate in the three-week writing sessions felt that those people who had only the one-week course may have missed some very important aspects. As two of the curriculum writers put it, "The best thing about the course was the immediate opportunity to apply the skills acquired. It didn't all come together until the writing sessions. The one-week course would have left you hanging."

While the curriculum writers had ideas for improving the course, they all agreed that they had been well-prepared by the one-week course.

SUMMARY AND CONCLUSIONS

A total of 213 teachers and 16 instructors participated in the June 20 - 24 Foundations of Curriculum Writing for CBC. The participants were divided into six clusters by subject area.

Main objective of the workshop was to provide the participants with the skills and competencies to produce CBC curriculum materials in selected subject areas. In their own ratings of skills and knowledge gained, participants said they had gained the skills and knowledge to enable them to produce CBC curriculum materials.

With a few suggestions for improving the workshop, participants were overwhelmingly satisfied with the instructors, the instruction and the facilities. Those who were later chosen to write the CBC curriculum materials felt they had been well-prepared for their task.

Participants received two in-service credits for satisfactory completion of the Foundations of Curriculum Writing for CBC course.

RECOMMENDATIONS

1. It is recommended that in-service courses of this kind be encouraged and expanded.

School personnel are highly appreciative of well structured and informative in-service courses that utilizes resources and expertise from within. There is a feeling of ownership and self reward.

2. It is recommended that the participants continue to be utilized in the necessary revisions of and additions to the curriculum materials.

A cadre of participants with expertise in curriculum writing has been identified and will be an invaluable resource in the validation of the curriculum materials throughout the coming years.

3. It is recommended that the suggestions and comments expressed by participants be considered in planning future in-service courses.

APPENDIX A

Public Schools of the District of Columbia

CBC CURRICULUM WRITING INVENTORY
SUMMER, 1977Elementary _____ Date _____
Secondary _____

Teacher Position _____

Your response to this inventory is very valuable in the assessment of the in-service course. PLEASE BE CANDID.

Directions: Circle the number that best indicates your skill and knowledge, as of today, to perform the listed activities.

Excellent	Good	Not Sure	Fair	Poor
-----------	------	----------	------	------

1. Define performances associated with action verbs.	5	4	3	2	1
2. Identify the four components of a complete behavioral objective and construct a behavioral objective.	5	4	3	2	1
3. Identify assessment tasks which are in performance agreement with behavioral objectives.	5	4	3	2	1
4. Construct assessment tasks which are in performance agreement with behavioral objectives.	5	4	3	2	1
5. Identify learning activities which are in performance agreement with given behavioral objectives.	5	4	3	2	1
6. Construct learning activities which are in performance agreement with behavioral objectives.	5	4	3	2	1
7. Construct terminal objectives for a given course or subject area of interest to the participant.	5	4	3	2	1
8. Construct assessment tasks which are in performance agreement with the terminal objectives.	5	4	3	2	1
9. Construct enabling (subordinate) objectives needed for each terminal objective.	5	4	3	2	1
10. Construct assessment tasks for each enabling objective.	5	4	3	2	1
11. Develop recommended exit competencies in each subject area. ...	5	4	3	2	1
12. Produce a hierarchy of at least four objectives, accompanied by the appropriate learning activities and assessment tasks. ...	5	4	3	2	1

Prepared by
Division of Research and Evaluation
June 1977

APPENDIX B

Public Schools of the District of Columbia

CBC CURRICULUM WRITING

Participants' Evaluation - Summer 1977

Your Position _____ Date _____

Check one: Elementary School _____ Specify: Grade Level _____
 Secondary School _____
 Region Office _____ Subject Area _____
 Central Office _____

1. How much previous experience have you had in the area of curriculum development?

A great deal _____ Some _____ Little or none _____

2. How much previous experience have you had in curriculum writing?

A great deal _____ Some _____ Little or none _____

3. How would you rate the following?

Excellent	Good	Fair	Poor
-----------	------	------	------

I. Instructors

a. Knowledge of materials			
b. Preparation, ...			
c. Presentation of materials			
d. Support and encouragement of participants ...			
e. Ability to assist group in accomplishing specified tasks			
f. Ability to assess degree to which group accomplished specified tasks			

II. Instruction

a. Materials/equipment			
b. Subject matter coverage			
c. Procedures			

III. Facilities

a. Working conditions			
b. Size/number			

4. Check the area(s) below in which you need more in-service training:

a. Planning a curriculum writing project _____

b. Constructing components of an instructional system
in your teaching area _____

c. Interpreting a learning hierarchy _____

d. Producing a hierarchy accompanied by the appropriate learning
activities and assessment tasks _____

e. Developing recommended exit competencies in subject areas _____

f. Other (Specify) _____

5. Are you willing to use your skills in curriculum writing for Competency-Based Curriculum:

a. On a voluntary basis? Yes _____ No _____

b. For compensation only? Yes _____ No _____

6. Did you present a recommended list of exit competencies for graduating students:

a. Individually? Yes _____ No _____

b. As a member of a subject area team? Yes _____ No _____

If "no," why not?

7. Did you produce a hierarchy of at least four objectives accompanied by the appropriate learning activities and assessment tasks?

Yes _____ No _____

If "no," why not?

8. How would you rate the overall course and its value to you?

Excellent	Good	Fair	Poor

Additional comments:

APPENDIX C

Public Schools of the District of Columbia

CBC SUMMER IN-SERVICE COURSES
INSTRUCTORS' EVALUATION

Directions: To be completed by the leader/facilitator of each instructional group/
cluster at the end of the five-day course.

Course Title _____ Date _____

Instructional group/cluster number _____

Number of participants in your instructional group/cluster _____

Number of instructors (including you) for your group/cluster _____

1. How many of the participants in your instructional group/cluster met the
following criteria:

Number o
Different Pe us

- | | |
|--|-------|
| a. Had 100% attendance? | _____ |
| b. Developed and submitted a Building Working Plan for the
1977-78 academic year? | _____ |
| c. Successfully completed the assessment tasks for each daily
instructional session? | _____ |
| d. Completed a self-assessment on their competencies with the
use of media equipment? | _____ |
| e. Completed a self-assessment on their participation in the
CBC Laboratories? | _____ |
| f. Achieved a grade of "Satisfactory?" | _____ |

2. If any of the criteria, "a" through "f" above, was not met by all participants
please provide appropriate explanation(s):

a.

b.

c.

d.

e.

f.

f. (continued)

3. List any special problems that may have affected the course outcomes.

4. List any suggestions you may have for improving future courses of this nature.

Additional comments:

Prepared by
Division of Research and Evaluation
June 1977

APPENDIX D

Public Schools of the District of Columbia

1977 CBC SUMMER STAFF DEVELOPMENT

Date _____

Observation Scale

Observer's Name _____

Position _____

Time of Observation: From: _____

To: _____

Group Observed: _____

No. of Participants: _____

Session #: _____

Laboratory: _____

A. Instructional Sessions/Laboratory

1. Participants were made aware of the session's/lab's behavioral objective

_____ Yes
_____ No

2. Participants achieved the session's/lab's behavioral objective

_____ Outstanding (Practically all)
_____ Satisfactory (Approximately three-fourths)
_____ Fair (Approximately one-half)
_____ Unsatisfactory

3. Participants wrote behavioral objectives and developed instructional activities to develop the skill

_____ Outstanding (Practically all)
_____ Satisfactory (Approximately three-fourths)
_____ Fair (Approximately one-half)
_____ Unsatisfactory

4. Participants constructed assessment tasks to measure the attainment of the skill

_____ Outstanding (Practically all)
_____ Satisfactory (Approximately three-fourths)
_____ Fair (Approximately one-half)
_____ Unsatisfactory

5. Participants built learning hierarchies

_____ Outstanding (Practically all)
_____ Satisfactory (Approximately three-fourths)
_____ Fair (Approximately one-half)
_____ Unsatisfactory

6. Participants defined and developed techniques for classroom management

_____ Outstanding (Practically all)
_____ Satisfactory (Approximately three-fourths)
_____ Fair (Approximately one-half)
_____ Unsatisfactory

7. Participants were able to operate successfully (most of) the visual aide equipment

_____ Outstanding (Practically all)
_____ Satisfactory (Approximately three-fourths)
_____ Fair (Approximately one-half)
_____ Unsatisfactory

8. Types of experiences provided for participants

- ☐ Large and small group discussions
- ☐ Review of mediated packages (math, English, language arts, reading, science)
- ☐ Participation in learning station activities
- ☐ Individual study and research
- ☐ Presentations by consultants
- ☐ Demonstrations
- ☐ Practice sessions (application theory)
- ☐ Techniques for conducting workshops
- ☐ Simulations
- ☐ Other _____

9. Participants were able to develop a CBC School Plan for school activities and related staff development activities

- ☐ Outstanding (Practically all)
- ☐ Satisfactory (Approximately three-fourths)
- ☐ Fair (Approximately one-half)
- ☐ Unsatisfactory

10. Evidence of pre-test and post-test formative evaluation by staff

- ☐ Yes
- ☐ No.

B. General Observation of the CBC Summer Staff Development

1. Adequacy of the site facilities

- ☐ Good
- ☐ Fair
- ☐ Poor

2. Adequacy of the staff presentations in content areas

- ☐ Good
- ☐ Fair
- ☐ Poor

3. General organizational planning of CBC summer staff development

- ☐ Good
- ☐ Fair
- ☐ Poor

4. Enthusiasm of the participants in the CBC Summer Staff Development sessions

- ☐ Good
- ☐ Fair
- ☐ Poor

COMMENTS

APPENDIX E

Public Schools of the District of Columbia

CBC CURRICULUM WRITING
Retrospective Evaluation By Curriculum Writers

Elementary _____
Secondary _____

Classroom teacher grade _____

Subject area teacher subject _____

Previous experience in area of curriculum development
great deal _____ some _____ little or none _____

Previous experience in area of curriculum writing
great deal _____ some _____ little or none _____

What curriculum area are you writing? _____

Did the course prepare you for this writing? yes _____ no _____
excellent good fair poor

Is there any way to make the course more useful? yes _____ no _____
How? _____

Was 1 week long enough for the course? yes _____ no _____

What did you like best about the course? _____

What if anything did you feel needed improvement? _____

The Curriculum Writing Inventory contained the skills the instructors
were interested in you developing in the course. Do you use this
information when you are actually writing curriculum? Is any of it
irrelevant? _____

How were you selected for curriculum writing? _____

APPENDIX F



APPLICATION FORM
CBC Curriculum Development Workshop

The Office of Instruction is offering a course entitled Foundations of Curriculum Writing for CBC, June 20-July 15, 1977. The course consists of two sections - the first, a week of instruction for which the participant may earn two in-service credits; the second, a curriculum development experience of three weeks duration. For the second section, compensation on the WAE scale will be offered curriculum writers. If you are interested please complete this form and return it by June 3, 1977 to the Curriculum and Staff Development Officer of your region. (For Region VI, this officer is located at the Bunker Hill School).

Name _____ Social Security No. _____

School _____ Grade Level/Subject Area _____

Home Address _____ Zip Code _____ Home Phone _____

Number of years service in D.C. Public Schools _____

Please list previous experience with curriculum writing.

Please list experiences you have had in staff development for CBC during this school year.

Please submit one paragraph describing the contributions and skills that you can bring to the task of writing a Competency Based Curriculum.

Please submit the names of three persons who can comment on the strengths that you can bring to a curriculum writing task.

References:

	Name	Address	Position	Phone
1.	_____			
2.	_____			
3.	_____			

Signature _____ Date _____

APPENDIX G

CURRICULUM WRITING COURSE INSTRUCTORS

Mollie L. Berch	*Ethel Lewis
Frank P. Bolden	*Nellie Lewis
Dennis B. Golabek	Delores Parker
*Mary B. Harbeck	Barbara Ramos
Theresa Hood	Sol Silverman
Georgia M. Jessup	*Dorothy C. Stephens
*Julia B. Laroche	Hortense Taylor
	*Mary White

*Facilitators